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AUTHOR Losak, John; Morris, Cathy
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ABSTRACT

A student flow model is presented to raise the awareness of administrators and community leaders regarding the impact of proposed testing requirements in the state of Florida; i.e., the addition of a State Student Assessment Test (SSAT) of functional literacy, a statewide college entry level test, and the College Level Academic Skills Test (CLAST) required for passage to the junior year. The model presents data depicting the current testing systems and changes in student flow engendered by the new testing requirements. Table 1 presents the hypothetical flow for a typical sample of 100 high school graduates who attempt to register at Miami-Dade Community College (M-DCC). For Black, White, and Hispanic students, this table presents the number of students who, with the testing requirements and without them, would leave Dade County public schools before graduation; write the SSAT, Part II; fail the SSAT; graduate from high school; score below the 15th percentile on one or more statewide placement tests and be excluded from M-DCC enrollment; register at M-DCC; remain enrolled for 1 year; complete courses required for an associate degree; score below -1 standard deviation on one or more CLAST subtests; and graduate from M-DCC. Table 2 presents student flow in these areas using actual headcount numbers to provide a sense of the magnitude of the impact of the testing requirements. A discussion of the data elements and tests is included. (HB)

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PROJECTED IMPACT OF ENTRY AND EXIT TESTING IN SECONDARY AND POSTSECONDARY EDUCATION

Research Report No. 83-32

November 1983

John Losak

Cathy Morris

Miami-Dade Community College

OFFICE OF INSTITUTIONAL RESEARCH

VC 840 050

Projected Impact of Entry and Exit Testing
in Secondary and Postsecondary Education

The attached data were developed early this year in an attempt to raise the awareness of administrators and community leaders regarding the impact of proposed testing requirements in the State of Florida. These data have been circulated fairly widely over the past few months, and are being summarized in this research report for ease of future distribution. Essentially, the tables present a student flow model for the system as it currently exists, and as it would look with the anticipated impact of new testing requirements. Estimates for the hypothetical impact were drawn from several sources which are documented below.

Table 1 presents the hypothetical flow for a typical 100 ninth grade students in Dade County Public Schools by ethnic category and for a typical 100 high school graduates who attempt to register at Miami-Dade. These data are, in fact, percents that can be derived from Table 2. Data in Table 2 present the student flow using actual headcount numbers to give the reader a sense of the magnitude of the impact of additional testing. In both tables, the left-hand column of data under each ethnic group presents the impact with new testing requirements in place while the right-hand column presents current figures with no added testing requirements. The additional testing requirements are shown in parentheses and are the State Student Assessment Test (functional literacy), the proposed statewide entry-level test, and the college sophomore exit exam (CLAST). Particular data elements that need more explanation are noted below:

Ninth Grade Students - Data were provided by the Dade County Public Schools Attendance Department.

Leave Dade County Public Schools - The ninth grade students from 1979 were compared with the actual high school graduates for 1982. The difference between these two figures represents the school leavers. These figures are probably an underestimate since the State Student Assessment Testing is apparently causing additional dropouts from the 10th and 11th grades according to Dade County Public Schools.

Fail State Student Assessment Test - These data are based on Miami Herald newspaper quotes that 1,000 students from Dade County Public Schools were expected to fail the test in 1983. The ethnic proportions are calculated from figures in the Miami-Herald (2/28/83) on the ethnic composition of students writing the test in March. These figures probably slightly underestimate the failure rate for black non-Hispanics, since a higher proportion of them are expected to fail.

Graduate from High School - This figure is simply the difference between students writing the test and those who fail.

Attempt to Register at Miami-Dade - These figures are based on the proportion of Dade County High School graduates by ethnic who enroll at Miami-Dade Community College during the next academic year after leaving high school. These are part of Miami-Dade Equal Access/Equal Opportunity State report figures.

Below the 15th Percentile on One or More Statewide Placement Tests and Excluded - Placement test data on Miami-Dade students already exist for the Comparative Guidance and Placement Tests. Although no cut scores for entrance have been established, it is assumed that the 15th percentile would be a minimally acceptable cut score. Miami-Dade records were examined and students below the 15th percentile, national norms,

on one or more of the current placement tests were counted as being excluded from admission.

Retained One Year - These figures are based on Miami-Dade longitudinal research files which trace the progress of new freshmen through their subsequent enrollment at Miami-Dade. The figures are for students who complete one year of course work.

Complete Courses Required for Degree - These figures are again based on Miami-Dade research files tracing the progress of new students through their stay at Miami-Dade. The graduation rates are based on the proportion of entering students who graduate within five years of their enrollment. A five-year span is considered since a significant proportion of Miami-Dade enrollment consists of part-timers.

Below -1 Standard Deviation on One or More CLAST Subtest - These figures are based on analysis of CLAST performance of Miami-Dade A.A. graduates. The assumption is that the cutting score on the CLAST test will be at the 15th or 16th percentile. The CLAST scale scores essentially normalize the score distribution, so that students falling less than one standard deviation below the mean would be roughly at the 16th percentile.

The data in this report clearly indicate that extensive quality control of students is already occurring through competition in the classroom. Artificial selection via standardized entrance and exit testing will serve primarily to waste talent. Note also the differential impact by ethnic category, with black non-Hispanics projected to be the most severely impacted group. Since these data were gathered, more detailed estimates of the impact of CLAST scores on our graduates have been developed and are available from this office.

Please feel free to call if you have any questions about this report.

Table 1

Projected Impact of Entry and Exit Testing
For 100 Dade County Public High School Ninth Graders
or for Any 100 Ninth Graders Who Apply to M-DCC

	Ethnic Category						
	Black Non-Hispanic		White Non-Hispanic		Hispanic		
	With Testing	Without Testing	With Testing	Without Testing	With Testing	Without Testing	Data Source
9th grade students, Dade County Public Schools	100	100	100	100	100	100	Figures from DCPS for Fall 1982.
Leave Dade County Public Schools before graduation	(48)	(48)	(28)	(28)	(35)	(35)	Withdrawal rate for 1979 9th grade students.
Write the State Student Assessment Test, Part II	52	-	72	-	65	-	
Fail State Student Assessment Test	(10)	-	(2)	-	(7)	-	2/28/83 Miami Herald report of estimated failures and ethnic proportions.
Graduate from high school	42	52	70	72	58	65	
Attempt to register at M-DCC	100	100	100	100	100	100	Based on M-DCC data for students who enroll during the academic year following high school graduation.
Below 15th percentile on one or more statewide placement tests and excluded from enrollment at M-DCC	(62)	-	(16)	-	(40)	-	National norms for 15th percentile of Comparative Guidance and Placement Program.
Register at M-DCC	38	100	84	100	60	100	
Retained one year	24	64	53	63	45	75	Based on M-DCC historical data.
Complete courses required for A.A. or A.S. degree.	5	13	18	22	14	24	Based on M-DCC historical graduation rates.
Below -1 Standard Deviation on one or more CLAST subtests	(2)	-	(4)	-	(5)	-	Based on M-DCC analysis of CLAST data.
Graduate from M-DCC	3*	13*	14*	22*	9*	24*	

Data Source: Noted in right-hand column.

*An additional but undetermined number of DCPS students will graduate from other colleges and universities.

Table 2

Projected Impact of Entry and Exit Testing
For 1983 Dade County Public High School Ninth Grade Students

	Ethnic Category						
	Black Non-Hispanic		White Non-Hispanic		Hispanic		
	With Testing	Without Testing	With Testing	Without Testing	With Testing	Without Testing	Data Source
9th Grade Students, Dade County Public Schools	5,342	5,342	5,433	5,433	6,463	6,463	Figures from DCPS for Fall 1982.
Leave Dade County Public Schools before graduation	(2,564)	(2,564)	(1,521)	(1,521)	(2,262)	(2,262)	Withdrawal rate for 1979 9th grade students.
Write the State Student Assessment Test, Part II	2,778	-	3,912	-	4,201	-	
Fail State Student Assessment Test	(540)	-	(90)	-	(340)	-	2/28/83 Miami Herald report of estimated failures and ethnic proportions.
Graduate from high school	2,238	2,778	3,822	3,912	3,861	4,201	
Attempt to register at M-DCC	808	1,003	1,189	1,217	2,734	2,974	Based on M-DCC data for students who enroll during the academic year following high school graduation.
Below 15th percentile on one or more statewide placement tests and excluded from enrollment at M-DCC	(501)	-	(190)	-	(1,094)	-	National norms for 15th percentile of Comparative Guidance and Placement Program.
Register at M-DCC	307	1,003	999	1,217	1,640	2,974	
Retained one year	196	642	629	767	1,230	2,231	Based on M-DCC historical data.
Complete courses required for A.A. or A.S. degree	40	130	220	268	394	714	Based on M-DCC historical graduation data.
Below -1 Standard Deviation on one or more CLAST subtests	(20)	-	(53)	-	(142)	-	Based on M-DCC analysis of CLAST data.
Graduate from M-DCC	20*	130*	167*	268*	252*	714*	

Data Source: Noted in right hand column.

*An additional but undetermined number of DCPS students will graduate from other colleges and universities.

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